



WATKINS-NANCE ELEMENTARY

2525 Barhamville Rd.
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	425 Students	
Principal	Dr. Evelyn Cohens	803-733-4321
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Good
2009	Below Average	Average
2008	Below Average	Good
2007	Below Average	Below Average
2006	Below Average	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

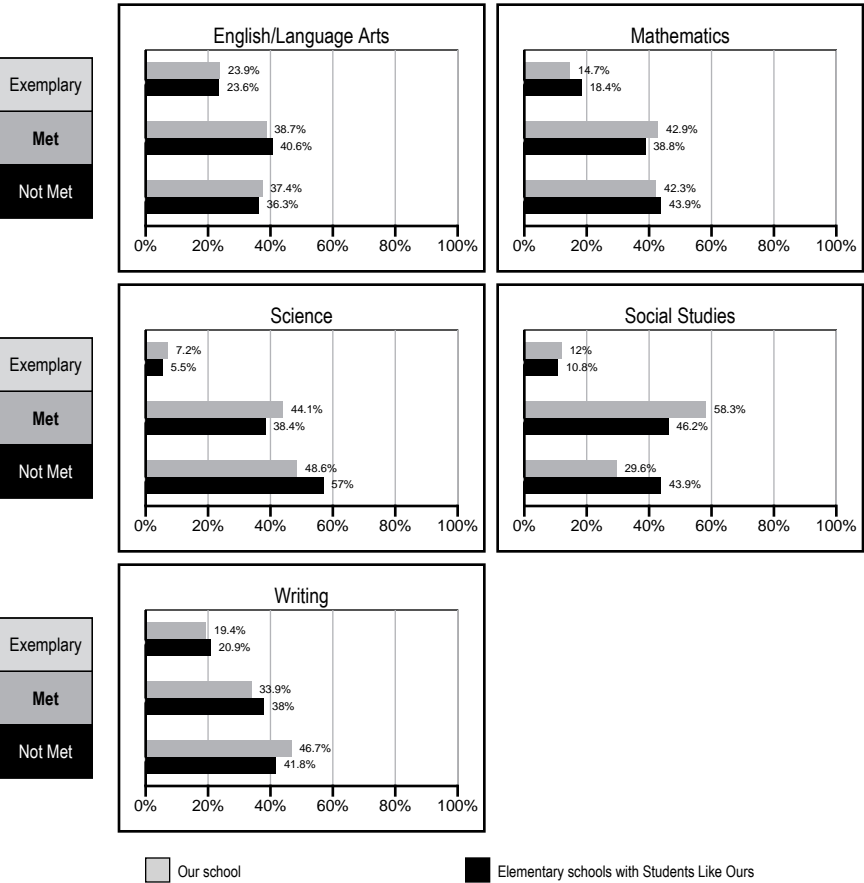
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 99.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	55	47	21

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=425)				
First graders who attended full-day kindergarten	100.0%	Up from 98.3%	100.0%	100.0%
Retention rate	4.3%	Up from 4.2%	1.4%	1.2%
Attendance rate	95.7%	Down from 95.9%	95.9%	96.1%
Eligible for gifted and talented	3.4%	Down from 3.8%	4.1%	11.7%
With disabilities other than speech	10.5%	Up from 8.8%	8.5%	8.0%
Older than usual for grade	1.7%	Down from 2.8%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.2%	Down from 5.9%	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	75.0%	Up from 68.4%	59.4%	60.5%
Continuing contract teachers	66.7%	Up from 57.9%	78.2%	84.6%
Teachers with emergency or provisional certificates	3.2%	Up from 3.0%	0.0%	0.0%
Teachers returning from previous year	79.1%	Down from 80.3%	82.1%	87.0%
Teacher attendance rate	96.4%	Up from 95.2%	95.2%	95.4%
Average teacher salary*	\$49,820	Up 2.6%	\$45,164	\$47,288
Professional development days/teacher	10.7 days	Down from 18.9 days	10.6 days	10.5 days
School				
Principal's years at school	9.0	Up from 7.0	3.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Up from 15.7 to 1	17.1 to 1	19.2 to 1
Prime instructional time	91.7%	Up from 88.7%	90.5%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$9,148	Up 2.5%	\$8,918	\$7,548
Percent of expenditures for instruction**	79.3%	Up from 77.2%	67.7%	68.7%
Percent of expenditures for teacher salaries**	74.5%	Up from 71.9%	62.1%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Watkins-Nance Elementary remains committed to improving student achievement. As a result, the school made great progress during the 2009-10 school year.

As always, emphasis was placed on core subjects such as English/language arts (ELA) and math. These areas were addressed in exciting ways by newly adopted programs such as SIPPS in ELA and GroundWorks in math. These programs supplemented ongoing efforts with instructional programs such as Soar to Success, Accelerated Reader, and classes in our SuccessMaker computer labs.

Our school has continued to provide special activities, such as extended school day programs, to ensure student success. These included our Monday Academy, Early Bird, and after school programs. Staff members were assisted in their efforts by retired teachers who provided tutoring during the regular school day, enabling students who needed academic help to receive it in a small group environment. Lunch Buddies and mentors from Fort Jackson's DPTMS office, St. John Baptist Church, BellSouth, and Omega Psi Phi Fraternity helped motivate students to achieve behavioral and academic success.

Our staff development activities focused on improving student performance on the Palmetto Assessment of State Standards (PASS), student motivation, character education, and teachers' accurate assessment of student achievement, while providing appropriate instruction based on state standards and benchmark results, and designing weekly tests to measure specific skills required to do well on state tests. Effective grade-level planning for instruction, as well as weekly grade-level and district assessment testing were conducted to strengthen students' test-taking skills.

Students were recognized for academic achievement at bi-annual award ceremonies. Our Honor Student program, Student Association activities, Career Fair, and Science Fair enhanced students' academic and character growth.

Watkins-Nance employed many parent/community outreach programs. These included "Books and Breakfast" and "Books and Bites" parent workshops, parent-teacher conference incentives, and parent-student academic sessions.

In spite of our successes, we still have some barriers that inhibit progress. These include having about 50 percent of our students enter school without preschool experience, limited parent participation, and limited reinforcement of academic skills at home. However, we are gaining in these areas and are proud of our progress.

The school was recently recognized for achieving Adequate Yearly Progress (AYP) on the 2008-09 PASS. We also met many of the goals we set in our School Improvement Plan, such as improving student reading scores and increasing the number of students promoted to the next grade. However, we know that we can do more. Next year promises to be even better!

Ms. Carole Bridges, SIC Chairperson

Dr. Evelyn Cohens, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	48	23
Percent satisfied with learning environment	89.7%	97.9%	87.0%
Percent satisfied with social and physical environment	97.4%	95.8%	95.7%
Percent satisfied with school-home relations	89.7%	89.4%	90.9%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	184	92.4	37.4	38.7	23.9	77.3	78.2	83.5	Yes	Yes
Gender										
Male	95	90.5	46.3	30.5	23.2	75.6	74.7	80.1	N/A	N/A
Female	89	94.4	28.4	46.9	24.7	79	81.6	87	N/A	N/A
Racial/Ethnic Group										
White	0	N/A	N/A	N/A	N/A	N/A	93.3	89.6	I/S	I/S
African American	184	92.4	37.4	38.7	23.9	77.3	74.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	84.2	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	80.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	35	60	60	26.7	13.3	56.7	45.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	77.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	177	92.1	38.2	38.9	22.9	77.1	73.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	184	98.9	42.3	42.9	14.7	73	72	80.4	Yes	Yes
Gender										
Male	95	99	42.7	43.9	13.4	74.4	70.3	78.4	N/A	N/A
Female	89	98.9	42	42	16	71.6	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	0	N/A	N/A	N/A	N/A	N/A	90.2	87.8	I/S	I/S
African American	184	98.9	42.3	42.9	14.7	73	67	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	88.4	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	77.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	35	94.3	66.7	30	3.3	50	34.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	80	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	177	98.9	42	44.6	13.4	73.9	65.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	124	100	48.6	44.1	7.2	51.4	56.5	67.3
Gender								
Male	67	100	46.6	46.6	6.9	53.4	56.1	66.9
Female	57	100	50.9	41.5	7.5	49.1	56.8	67.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	86.3	79.6
African American	124	100	48.6	44.1	7.2	51.4	48.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	76.2	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	64.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	22	100	57.9	36.8	5.3	42.1	23.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	62.7	58.6
Socio-Economic Status								
Subsidized meals	121	100	48.1	44.4	7.4	51.9	46.5	55.4

Social Studies

All Students	122	100	29.6	58.3	12	70.4	64	70.9
Gender								
Male	59	100	34	60	6	66	61.9	70.1
Female	63	100	25.9	56.9	17.2	74.1	66.1	71.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	86.9	79.2
African American	122	100	29.6	58.3	12	70.4	57.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	82.1	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	21	100	N/A	N/A	N/A	61.1	31.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	65.2	68
Socio-Economic Status								
Subsidized meals	118	100	29.5	59	11.4	70.5	56.5	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	185	100	46.7	33.9	19.4	53.3	63.4	72.1	95.7	95.9
Gender										
Male	98	100	53	30.1	16.9	47	56.3	65.2	95.9	95.7
Female	87	100	40.2	37.8	22	59.8	70.4	79.2	95.6	96.1
Racial/Ethnic Group										
White	1	I/S	N/A	N/A	N/A	N/A	86.2	80.8	93.1	96
African American	183	100	47	33.5	19.5	53	57.3	59.7	95.8	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.1	87	N/A	96.2
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	62.9	64.6	84.9	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
Disability Status										
Disabled	34	100	69	27.6	3.4	31	21.1	27.7	95.2	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	63.7	N/A	96.3
Socio-Economic Status										
Subsidized meals	178	100	45.9	34.6	19.5	54.1	55.2	61.9	95.7	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	72	100	35.4	30.8	33.8	64.6
	4	49	100	24.4	55.6	20	75.6
	5	58	100	21.8	54.5	23.6	78.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	71	85.9	41	32.8	26.2	59
	4	62	93.6	46.4	35.7	17.9	53.6
	5	51	100	21.7	50	28.3	78.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	72	100	56.9	30.8	12.3	43.1
	4	49	100	33.3	53.3	13.3	66.7
	5	58	100	45.5	36.4	18.2	54.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	71	97.2	50.8	34.4	14.8	49.2
	4	62	100	41.1	50	8.9	58.9
	5	51	100	32.6	45.7	21.7	67.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	36	100	56.3	37.5	6.3	43.8
	4	49	100	40	57.8	2.2	60
	5	29	100	37	59.3	3.7	63
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	36	100	74.2	19.4	6.5	25.8
	4	62	100	41.1	51.8	7.1	58.9
	5	26	100	33.3	58.3	8.3	66.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	36	100	57.6	33.3	9.1	42.4
	4	49	100	31.1	44.4	24.4	68.9
	5	29	100	28.6	53.6	17.9	71.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	35	100	43.3	46.7	10	56.7
	4	62	100	30.4	58.9	10.7	69.6
	5	25	100	9.1	72.7	18.2	90.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	70	97.1	44.6	26.2	29.2	55.4
	4	49	100	33.3	53.3	13.3	66.7
	5	58	100	46.4	30.4	23.2	53.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	71	100	48.4	33.9	17.7	51.6
	4	64	100	52.6	29.8	17.5	47.4
	5	50	100	37	39.1	23.9	63
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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